

**Haines Middle School**  
**St Charles CUSD 303**  
**St Charles, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 6 7 8**

State and federal laws require public school districts to release report cards to the public each year.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	85.7	0.9	4.3	6.0	0.8	2.2	2.4	0.2		0.4	2.4	96.0	1,086
<b>District</b>	84.9	1.3	6.8	4.4	0.4	2.1	6.4	2.0		0.3	5.2	94.8	13,727
<b>State</b>	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**INSTRUCTIONAL SETTING**

**PARENTAL CONTACT\***

	Percent
<b>School</b>	100.0
<b>District</b>	97.6
<b>State</b>	96.8

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	18.5	18.0	13.6	210.2
<b>State</b>	18.3	18.0	13.5	211.6

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

**AVERAGE CLASS SIZE** (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>							23.2	19.5	19.8	
<b>District</b>							23.3	22.0	20.4	
<b>State</b>							22.2	21.6	21.5	

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

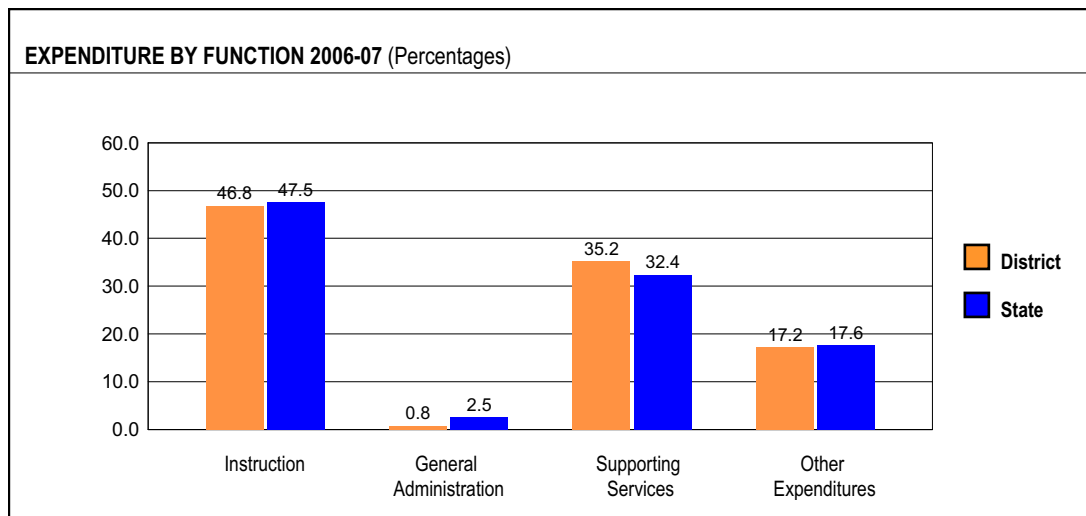
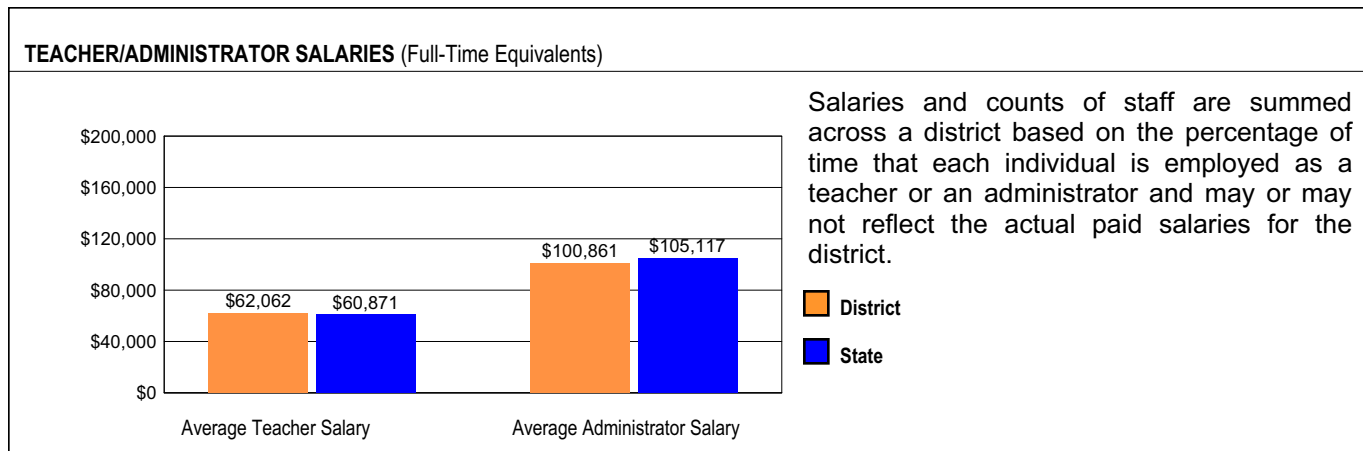
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		50	50		50	50		100	100		50	50
<b>District</b>		50	50		50	50		100	100		50	50
<b>State</b>		54	51		43	44		104	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.0	0.3	1.2	0.3	0.1	23.2	76.8	860
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	11.6	28.8	71.2	0.3	0.1
State	12.4	46.7	53.2	0.7	0.7

Some teacher/administrator data are not collected at the school level.

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$123,462,703	83.3	57.6	Education	\$103,329,558	72.1	72.6
Other Local Funding	\$9,331,520	6.3	7.3	Operations & Maintenance	\$14,389,332	10.0	8.5
General State Aid	\$4,443,233	3.0	18.1	Transportation	\$6,935,918	4.8	3.9
Other State Funding	\$8,244,115	5.6	9.7	Bond and Interest	\$15,048,861	10.5	6.7
Federal Funding	\$2,714,943	1.8	7.3	Rent	\$0	0.0	0.0
TOTAL	\$148,196,514			Municipal Retirement/ Social Security	\$3,578,550	2.5	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$1,628	0.0	5.6
				TOTAL	\$143,283,847		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$228,012	4.27	\$5,470	\$10,385
State	**	**	\$5,808	\$9,907

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

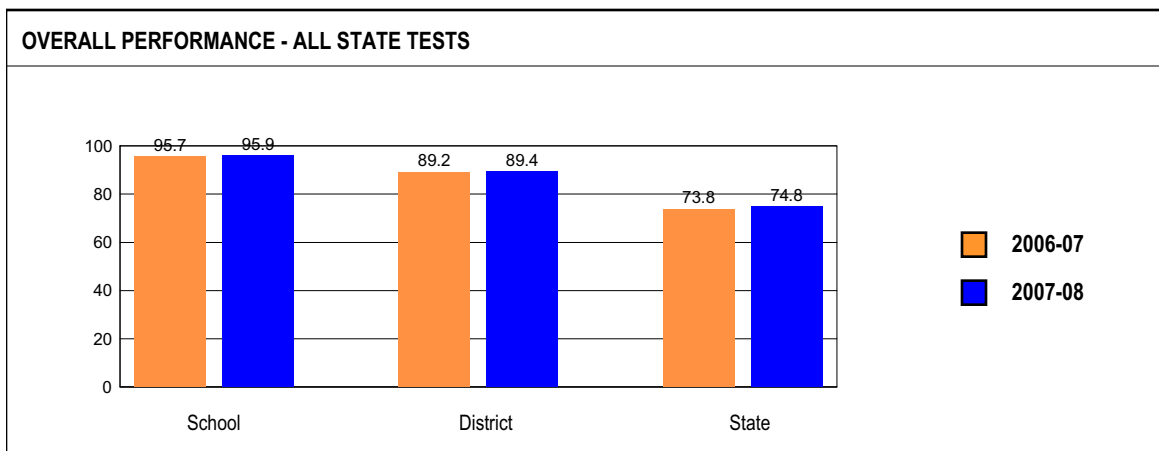
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

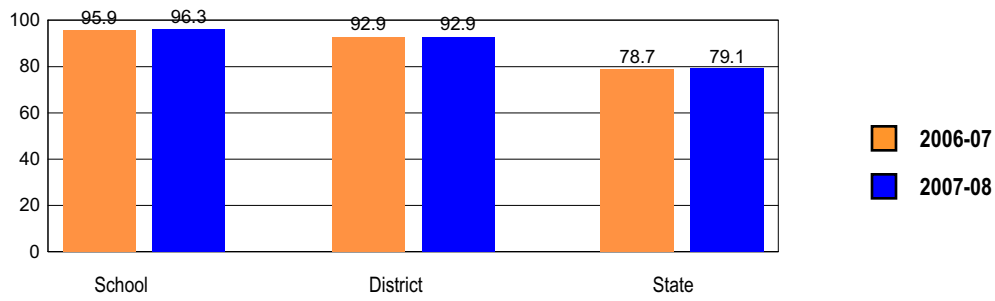
### OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

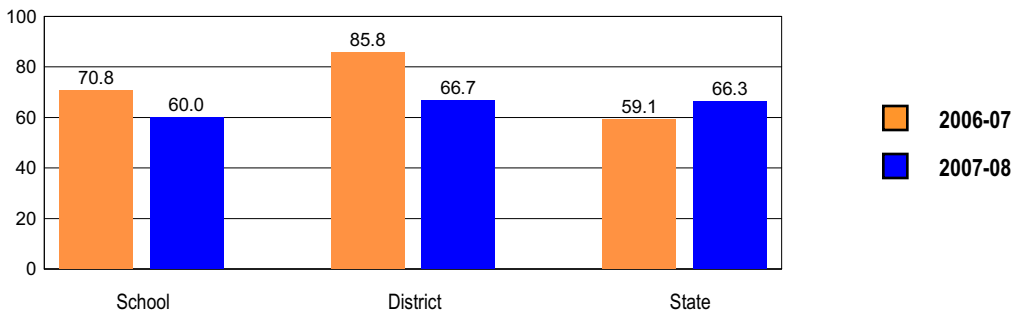
The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

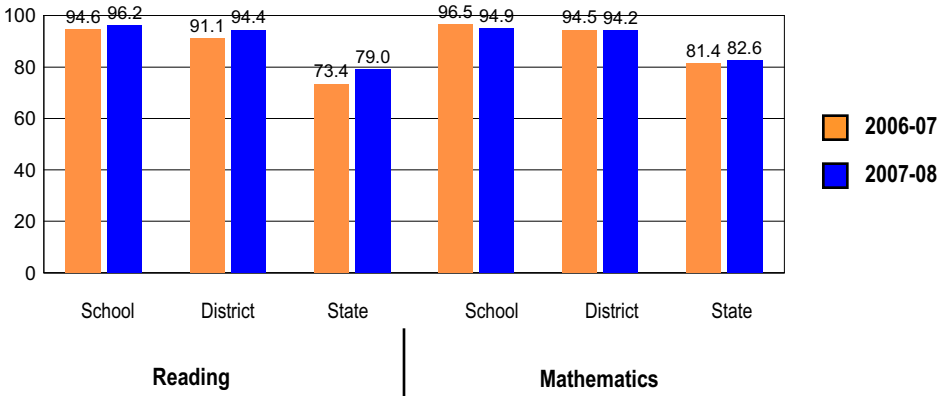


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

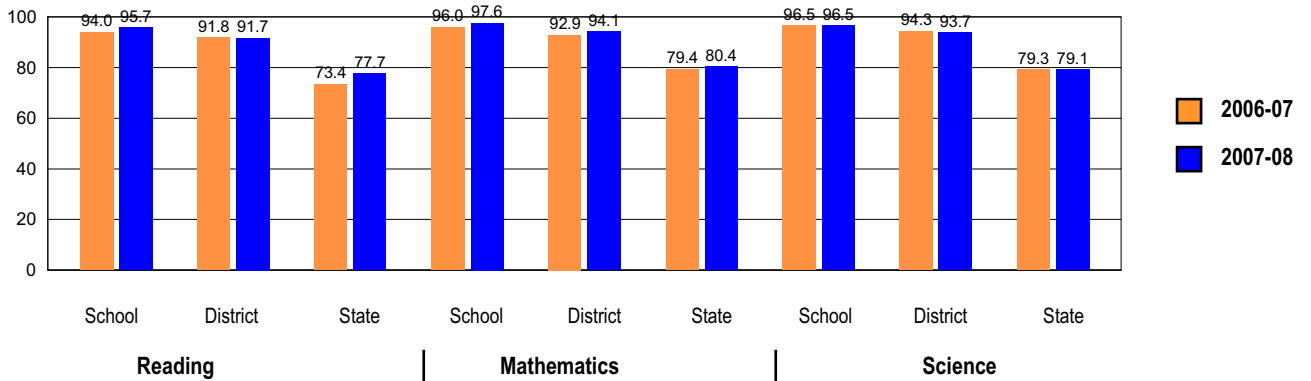
**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

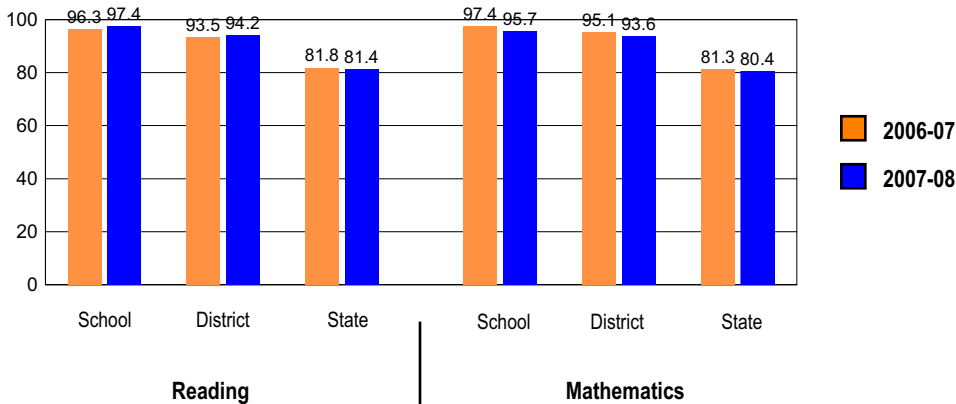
**ISAT Grade 6**



**ISAT Grade 7**



**ISAT Grade 8**



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	1,100	595	505	939	10	49	66	8	28	1		121	25
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
District	*Enrollment	7,478	3,855	3,623	6,373	95	490	332	29	159	217		1,051	522
	Reading	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.2	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	373	201	172	314	2	19	23	3	12			36	9
	Science	0.0	0.0	0.0	0.0		0.0	0.0		0.0			0.0	
District	*Enrollment	3,218	1,654	1,564	2,761	38	211	135	13	60	72		422	204
	Science	0.1	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0		0.5	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

**ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)**

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	3.8	41.9	54.3	0.3	4.9	48.5	46.4
District	0.3	5.4	43.7	50.6	0.1	5.7	53.9	40.2
State	0.3	20.7	53.4	25.7	0.6	16.7	62.0	20.7

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	4.4	47.6	48.1	0.0	5.4	49.3	45.4
	District	0.3	6.2	46.9	46.6	0.0	6.9	54.6	38.5
	State	0.4	23.9	53.0	22.7	0.8	18.4	59.9	20.9
Female	School	0.0	3.0	34.9	62.0	0.6	4.2	47.6	47.6
	District	0.2	4.4	40.1	55.3	0.2	4.4	53.2	42.2
	State	0.2	17.3	53.7	28.8	0.4	15.1	64.1	20.4

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.1	40.6	56.3	0.0	4.3	47.2	48.4
	District	0.1	4.8	41.5	53.6	0.0	5.3	53.3	41.4
	State	0.1	11.8	53.1	35.0	0.2	8.9	63.4	27.5
Black	School								
	District	9.1	9.1	54.5	27.3	9.1	9.1	54.5	27.3
	State	0.7	35.9	53.4	10.0	1.6	34.8	56.9	6.7
Hispanic	School	0.0	6.7	73.3	20.0	0.0	13.3	60.0	26.7
	District	1.5	13.2	69.1	16.2	0.0	14.9	62.7	22.4
	State	0.4	31.7	55.4	12.5	0.7	22.2	65.6	11.5
Asian/Pacific Islander	School	0.0	5.3	42.1	52.6	0.0	0.0	63.2	36.8
	District	0.0	5.9	45.1	49.0	0.0	0.0	50.0	50.0
	State	0.1	8.2	46.1	45.7	0.1	5.1	47.3	47.5
Native American	School								
	District								
	State	0.4	19.4	50.6	29.5	1.3	16.8	64.7	17.2
Multiracial/Ethnic	School								
	District	0.0	0.0	57.1	42.9	0.0	4.8	66.7	28.6
	State	0.2	17.1	55.0	27.7	0.5	14.6	64.1	20.8

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	37.8	51.4	10.8	2.8	30.6	58.3	8.3
	District	0.8	34.1	52.7	12.4	0.8	28.5	64.6	6.2
	State	1.6	55.4	37.0	5.9	3.1	44.9	47.3	4.8
Non-IEP	School	0.0	0.0	40.9	59.1	0.0	2.1	47.5	50.4
	District	0.2	1.6	42.6	55.6	0.0	2.7	52.5	44.7
	State	0.1	15.3	55.9	28.7	0.2	12.5	64.2	23.1

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	4.3	50.5	45.1	0.0	2.4	34.9	62.7	0.3	3.2	49.7	46.8
District	0.2	8.1	51.0	40.7	0.2	5.7	42.7	51.3	1.8	4.5	50.4	43.3
State	0.5	21.8	59.1	18.6	1.8	17.8	54.5	25.9	6.4	14.5	55.8	23.4

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	6.5	54.0	39.5	0.0	3.0	29.5	67.5	0.0	4.5	47.0	48.5
	District	0.0	11.2	52.6	36.2	0.2	6.9	41.7	51.2	1.6	5.5	48.0	44.9
	State	0.8	25.5	57.8	16.0	2.2	18.7	52.1	26.9	7.0	13.6	53.3	26.1
Female	School	0.0	1.8	46.5	51.8	0.0	1.8	41.2	57.1	0.6	1.8	52.9	44.7
	District	0.4	4.6	49.2	45.8	0.2	4.4	43.9	51.5	2.0	3.4	53.1	41.5
	State	0.3	17.9	60.4	21.4	1.3	16.8	56.9	24.9	5.8	15.3	58.4	20.5

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	2.9	48.7	48.4	0.0	1.3	34.0	64.7	0.3	1.9	48.4	49.4
	District	0.1	5.8	50.2	44.0	0.0	4.0	41.8	54.2	1.0	3.1	49.1	46.8
	State	0.3	14.2	60.3	25.2	0.8	10.3	53.9	34.9	2.8	7.5	55.5	34.2
Black	School	0.0	8.3	41.7	50.0	0.0	8.3	58.3	33.3	8.3	16.7	41.7	33.3
	District	1.0	35.3	56.3	7.4	4.4	35.9	52.0	7.7	13.9	27.3	53.7	5.1
	State												
Hispanic	School	0.0	15.8	68.4	15.8	0.0	10.5	42.1	47.4	0.0	5.3	63.2	31.6
	District	1.4	31.9	53.6	13.0	0.0	23.2	49.3	27.5	8.7	17.4	58.0	15.9
	State	0.8	31.6	59.7	7.9	2.0	22.7	61.1	14.3	9.8	22.6	59.1	8.4
Asian/Pacific Islander	School	0.0	9.1	54.5	36.4	0.0	4.5	40.9	54.5	0.0	13.6	50.0	36.4
	District	0.0	14.6	52.1	33.3	4.3	4.3	44.7	46.8	6.4	6.4	55.3	31.9
	State	0.2	8.3	54.1	37.4	0.6	5.3	39.2	54.9	2.1	6.0	50.7	41.2
Native American	School												
	District												
	State	0.0	20.4	63.7	15.9	0.8	17.3	60.2	21.7	4.4	9.7	64.5	21.4
Multiracial/Ethnic	School	0.0	8.3	75.0	16.7	0.0	16.7	33.3	50.0	0.0	16.7	58.3	25.0
	District	0.0	10.7	71.4	17.9	0.0	21.4	42.9	35.7	0.0	10.7	64.3	25.0
	State	0.4	19.9	59.3	20.4	1.4	16.8	57.4	24.4	5.6	12.8	59.6	22.1



**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	36.4	54.5	9.1	0.0	18.2	72.7	9.1	3.0	18.2	63.6	15.2
	District	1.6	39.4	54.3	4.7	0.8	29.1	60.6	9.4	8.7	15.0	64.6	11.8
	State	2.8	59.2	34.9	3.2	8.8	46.0	39.8	5.4	22.3	28.4	42.8	6.5
Non-IEP	School	0.0	1.2	50.1	48.7	0.0	0.9	31.2	68.0	0.0	1.8	48.4	49.9
	District	0.0	3.8	50.5	45.6	0.1	2.6	40.3	57.0	0.9	3.1	48.5	47.5
	State	0.2	16.1	62.8	21.0	0.7	13.5	56.7	29.0	4.0	12.3	57.7	25.9

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	2.6	79.2	18.2	0.3	4.0	33.4	62.2
District	0.0	5.8	75.0	19.2	0.3	6.1	39.7	53.9
State	0.4	18.2	73.0	8.4	1.6	18.0	53.1	27.2

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	5.0	76.2	18.8	0.5	4.4	32.4	62.6
	District	0.0	7.3	75.2	17.5	0.6	5.9	40.6	52.9
	State	0.5	22.0	69.8	7.7	1.9	18.9	51.2	28.0
Female	School	0.0	0.0	82.4	17.6	0.0	3.6	34.5	61.8
	District	0.0	4.2	74.7	21.1	0.0	6.2	38.8	55.0
	State	0.2	14.3	76.4	9.1	1.4	17.0	55.2	26.5

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	2.7	78.6	18.7	0.3	3.1	33.9	62.7
	District	0.0	4.9	74.6	20.5	0.3	4.9	38.7	56.0
	State	0.2	11.6	76.4	11.8	0.8	10.3	52.3	36.6
Black	School								
	District	0.0	7.1	71.4	21.4	0.0	14.3	42.9	42.9
	State	0.8	30.5	66.7	2.0	3.8	35.3	51.9	9.1
Hispanic	School	0.0	0.0	85.7	14.3	0.0	14.3	42.9	42.9
	District	0.0	21.4	71.4	7.1	0.0	20.6	58.8	20.6
	State	0.4	26.1	70.3	3.2	1.9	23.6	59.9	14.6
Asian/Pacific Islander	School	0.0	4.2	79.2	16.7	0.0	4.2	20.8	75.0
	District	0.0	1.9	78.8	19.2	0.0	1.9	25.0	73.1
	State	0.1	7.5	72.4	20.1	0.5	5.6	37.2	56.6
Native American	School								
	District								
	State	0.8	17.4	74.3	7.5	1.2	16.5	61.2	21.1
Multiracial/Ethnic	School								
	District	0.0	0.0	90.9	9.1	0.0	4.5	54.5	40.9
	State	0.3	15.0	75.0	9.7	1.6	17.1	55.0	26.3

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	17.9	82.1	0.0	2.5	27.5	57.5	12.5
	District	0.0	29.4	68.3	2.4	2.4	35.4	50.4	11.8
	State	2.0	55.7	41.4	0.9	7.6	49.2	38.7	4.5
Non-IEP	School	0.0	0.7	78.8	20.5	0.0	1.0	30.3	68.7
	District	0.0	2.5	75.9	21.6	0.0	1.9	38.2	59.9
	State	0.1	12.4	77.9	9.5	0.7	13.2	55.4	30.7

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	18.2	81.8	0.0	0.0	36.4	54.5	9.1
	District	0.0	27.4	67.9	4.8	1.2	25.0	58.3	15.5
	State	0.7	28.9	67.8	2.6	2.8	29.0	56.1	12.2
Not Eligible	School	0.0	2.1	79.1	18.8	0.3	3.0	32.7	64.0
	District	0.0	3.9	75.6	20.5	0.2	4.4	38.0	57.4
	State	0.2	10.5	76.8	12.6	0.8	10.0	51.0	38.1

## 2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	95.9		Yes	95.6		Yes	96.0	Yes		
White	100.0	Yes	100.0	Yes	96.5		Yes	96.4		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	91.3		Yes	89.1		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	93.7		Yes	96.8		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	67.5		Yes	70.1		Yes				
Economically Disadvantaged														

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2007.

\*\* Safe Harbor Targets of 62.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

## **Haines Middle School Improvement Plan for 2008-2009**

This "School Report Card" has been compiled by the Illinois State Board of Education as a means by which school districts communicate local and statewide information to the public. The No Child Left Behind Act of 2001 (NCLB) requires states to establish annual achievement targets which are used to calculate Adequate Yearly Progress (AYP). The purpose of this "School Report Card" is to communicate the school's and district's performance on annual targets.

Haines Middle School continues to provide a high quality education for all students. In a cooperative effort which includes students, staff, parents, and administration, Haines met all requirements set by the state and federal government to meet Adequate Yearly Progress (AYP). This report is a summary of findings that shaped our current School Improvement Plan and our goals for continuous improvement.

### **Findings for the Improvement Plan**

The results in the summary show that Haines students scored significantly higher than the state average on all three tests. The Illinois Standards Achievement Test (ISAT) tested students in reading and math in grades six, seven, and eight. Science was tested in seventh grade. In sixth grade, 96% of students at our school met or exceeded state standards for reading and 95% met or exceeded state standards in math. In seventh grade, 96% of students met or exceeded state standards in reading and 98% met or exceeded standards in math. In eighth grade, 97% of students met or exceeded the state standards in reading and 96% met or exceeded standards in math. The high academic achievement of Haines' students on the ISAT is also confirmed by the achievement data we collected from the Tungsten, and ACT/Explore tests. The school scores on these assessments indicate student achievement in the mid 90th percentiles nationally in all subject areas.

### **Goals for the Current Year**

Efforts toward improvement during 2008-2009 will focus on assisting students who did not meet state standards and on addressing areas for growth among those that met, but did not exceed those standards. The Haines School Improvement Plan identifies goals for continued improvement in reading, math, writing, and affective needs. We will focus our efforts on three very specific sub-scores in reading, math, and writing which will have an overall positive effect on our student achievement. Our SMART Goals for this school year are:

- To increase all students' reading performance on the ISAT by 1% as evidenced by a 7% increase in the extended response sub-score.
- To increase all students' math performance on the ISAT by 1% as evidenced by a 2% increase in the number sense sub-score.
- To increase all students' writing performance on the ISAT by 2%.

Since the beginning of the school year, all staff members participated in staff development designed to make progress toward achieving the aforementioned goals.

### **Contact Information**

We welcome your feedback. Please e-mail your ideas and comments to me at [Charles.Kyle@d303.org](mailto:Charles.Kyle@d303.org) or write me at Charlie Kyle, Principal, Haines Middle School, 305 S. 9th Street, St. Charles, IL, 60174. Community Unit School District 303 has a website at [www.d303.org](http://www.d303.org). Log on to that site for links to staff email and additional information about our school and district.